

# Language Learning in the Wild



Thanks to  
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Teresa Cadierno

Gudrun Theodórsdóttir

Brendon Clark

Fahnestock, S. W. & Wagoner, J.  
2003. *European Journal of Applied  
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Designing for Language Learning  
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interactions for second  
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# Language Learning in the Wild



**The acquisition of syntax**

...the acquisition of syntax is a process that is not linear and not sequential. It is a process that is ongoing and that is influenced by many factors. The acquisition of syntax is a process that is not linear and not sequential. It is a process that is ongoing and that is influenced by many factors.

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**Observations on delecting**

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Some ethnomethodological reflections



User-driven Design



# Some ethnomethodological reflections

Over the last decades, our understanding of (language) learning has moved from an 'inner state' cognitive theory to a sociological understanding.

Does this move have consequences for how we envision second language learning and teaching?



Harold Garfinkel

... there is no reason to think under the skull does anything of interest to its holder than her brain. (Garfinkel, 1968: 198)

Language is a tool for social action.

Language is a sense-making capacity.

Semiotic resources: embodied behavior and linguistically packaged social actions.

Interaction is foundational to social life. It is the primordial site of sociality.

Learning behavior is socially displayed and observable.

Social organization comes out of accidental actions - which then may become the way to do this action and eventually a social fact. So, action is before meaning and explanation.

Social action is in principle unplanable, but self-organizing.

It is the sense given to actions post factum which lingers on.

For language this means that words when they are spoken are no longer the property of the speaker, but the speaker has to figure out the sense which is given to them in situ.

For learning this means that it is embedded in the mundane practical activities in which speakers engage. Speakers do primarily whatever they do as social action, secondarily they can take this as a learning environment.

Newcomers move from overhearing to appropriating semiotic resources through use. This can take a long time!

Learning a language is the process of creating one's own social biography.



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**Harold Garfinkel**

**... there is no reason to look under the skull since nothing of interest is to be found there but brains. (Garfinkel, 1963: 190)**

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**Language is a sense-making capacity.**

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## *For the record: Usage Based Linguistics*

Language structure emerges from language use in particular contexts:

Language learning is exemplar-based. From recurring multi-word expressions (MWEs) to increasingly schematic representation.

Language derives from repeated use of related particular and concrete linguistic utterances in "similar" situations.

Linguistic knowledge consists of the memories of all of the utterances in a learner's entire history of language use and the frequency-biased abstraction of regularities within them. (Ellis)

# User-driven Design

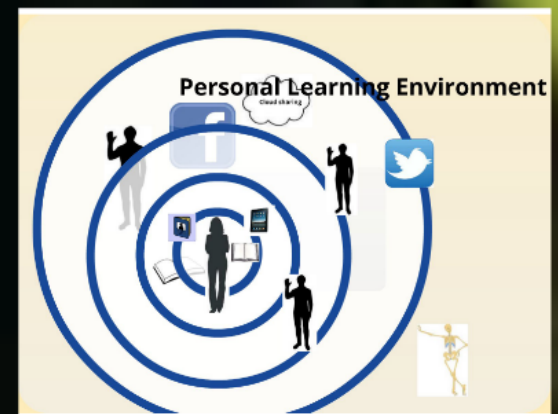
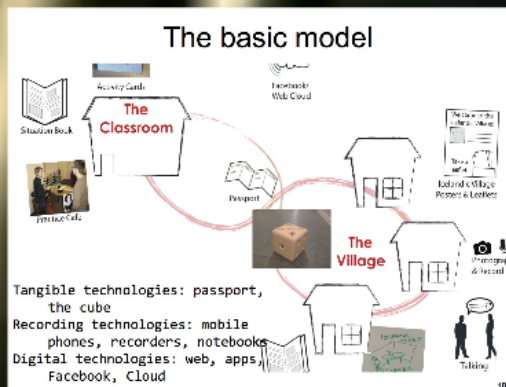
## Interaction Design



It works closely with users. It is not the work of an inspired artist, but design is a process in which users are involved or. In the Scandinavian tradition the design process is driven by users.

It works with material artifacts, tangible materials in the design process. Among these are tinkering activities, sketches, paper prototypes, mock-ups etc.

## Experience Design





# Interaction Design



## Usability Goals

- Effective to use
- Efficient to use
- Safe to use
- Having good utility
- Easy to learn
- Easy to remember

Zaporozhian Cossacks of Ukraine Writing a Letter in Reply to the Sultan of Turkey" Ilya Repin (1844-1930)

## Fields

- User Driven Innovation
- Interaction Design
- Experience Design

## Process

- Establishing requirements
- Designing alternatives
- Prototyping
- Evaluating

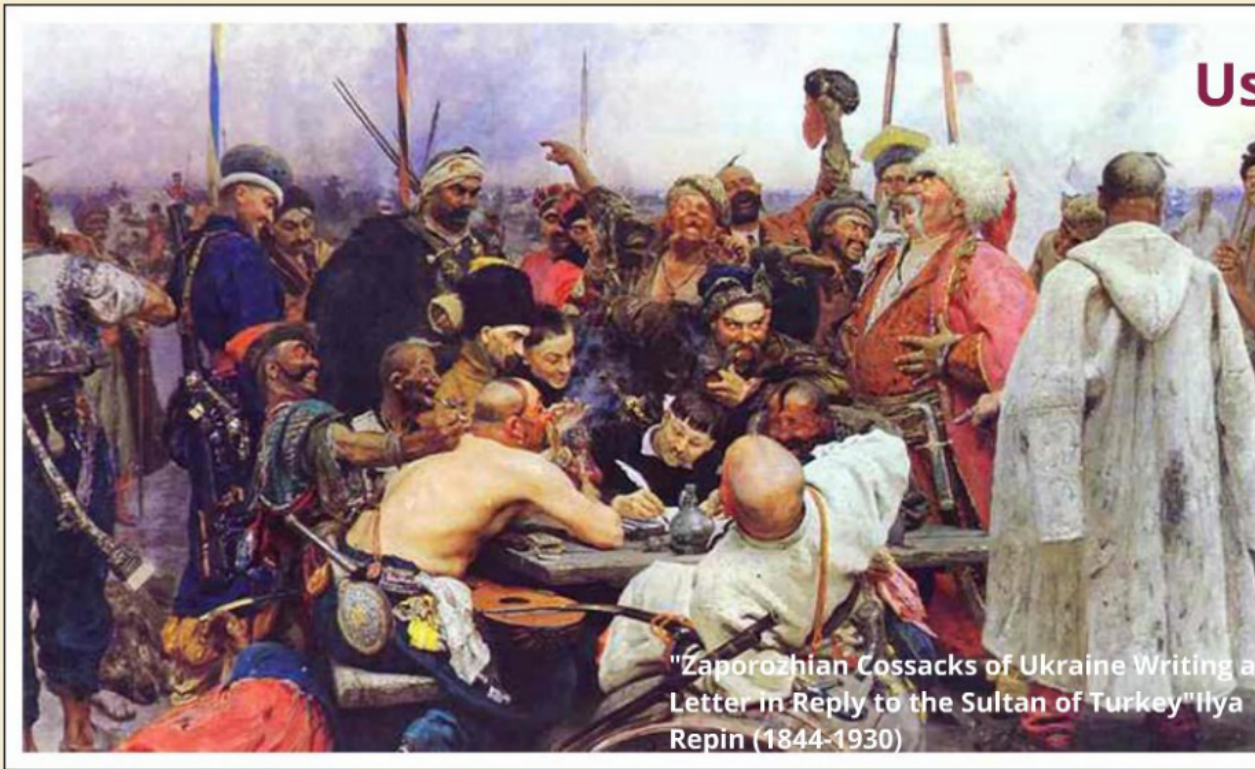
## Design Principles

- Visibility
- Feedback
- Constraints
- Consistency
- Affordance

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# Experience Design



## Usability Goals

Effective to use  
 Efficient to use  
 Safe to use  
 Having good utility  
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## Fields

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 Interaction Design  
 Experience Design

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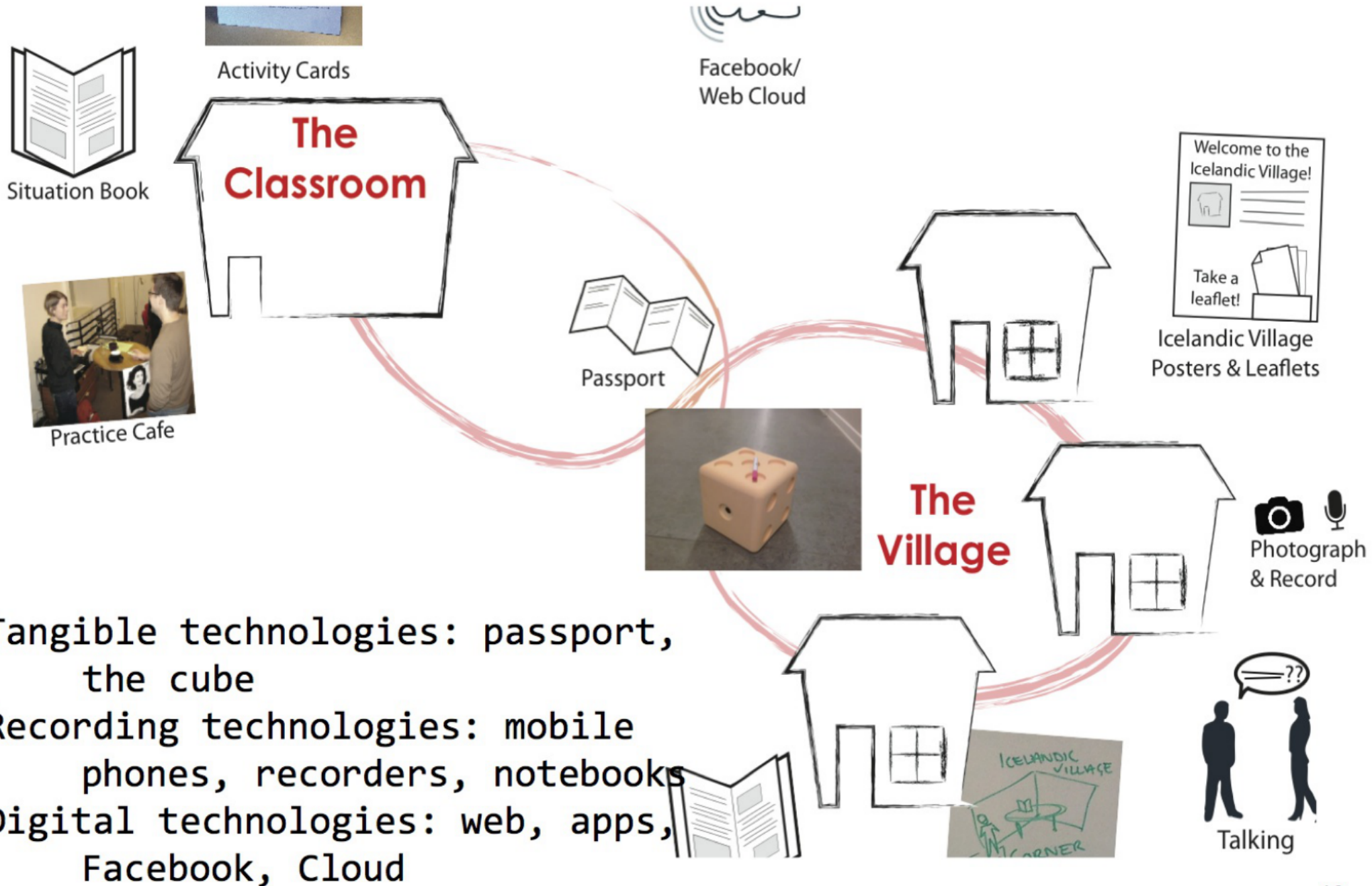
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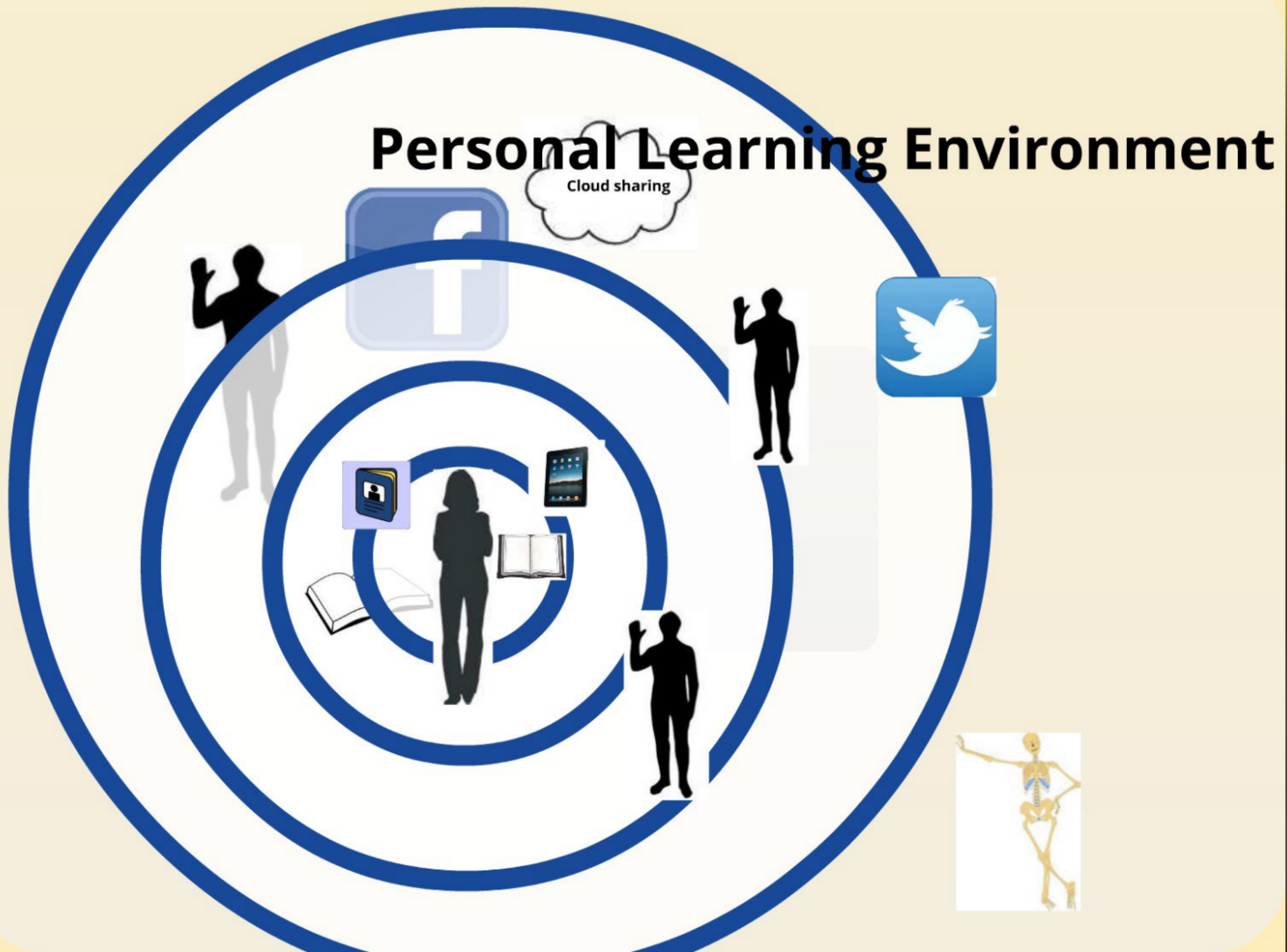
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# The basic model





# Personal Learning Environment



# The acquisition of 'under'

25.10.2001

Extract 1 TEA repairs 'under' in CAR's picture description. Teacher's embodied vocabulary teaching

Extract 1: Under\_1, 25-10-2001  
 01 TEA: and now number five (1.0) where does he lookv  
 02 CAR: ihe's looking in: v down the table\*  
 03 AND: [he's ( ) at\*  
 04 MAR: =the table\*  
 05 AND: =  
 06 MAR: = (0.3)  
 07 TEA: uh'uh\*  
 08 TEA: \*left hand still, palm up; moves right under left hand in sweeping movement  
 09 MAR: under mh'm  
 10 TEA: unde: r'v unde: r'v\*  
 11 MUL: [under  
 12 MAR: [the table  
 13 TEA: =he: \*look's\* (.) unde: r the table\*  
 14 CAR: [under  
 15 TEA: he looks (.) unde: r the table  
 16 CAR: [under\* (.) debajo de  
 17 MOD: he looks under the table  
 18 TEA: good\* (.) yesv okay how about number sixv  
 19 TEA: \*points at MOD



29.10.2001

Extract 2 CAR responds to the teacher's elicitation Teacher's embodied vocabulary teaching

Extract 2: Under\_2, 29-10-2001.  
 01 THU: eh under\*  
 02 TEA: unde: r\*  
 03 THU: l'under\* (.) unde: r  
 04 AND: unde: r l'unde: r  
 05 TEA: unde: r (.) put your glasses under the table Modestov  
 06 TEA: unde: r  
 07 TEA: (0.7)  
 08 TEA: put your glasses-  
 09 TEA: [put your glasses-  
 10 UNI: [xxx  
 11 UNI: put (.) 'put  
 12 MAR: put (.) 'put  
 13 TEA: \*puts l. hand down, hand slightly bent  
 14 CAR: [put your glasses-  
 15 TEA: [put your glasses \*ah under 'the table  
 16 CAR: your glasses  
 17 GAB: [glasses  
 18 AND: [your glasses  
 19 TEA: under the table \*under-  
 20 MOD: holds glasses under the table  
 21 TEA: very good



1.11.2001

Extract 3 CAR uses 'under' as a spatial descriptor in group work

5.11.2001

Extract 4 CAR uses 'under' to compensate for the missing word 'basement' touched off teacher vocabulary teaching

5.11.2001

Extract 5 CAR uses 'under' to compensate for the missing word 'basement' touched off teacher vocabulary teaching

Extract 5: Under\_5, 05-11-2001.  
 01 TEA: whe: re i: s (0.4) a: : : h (0.4) the washing machi: ne\*  
 02 (2)  
 03 TEA: in ye- in your apartment\*  
 04 TEA: where is the washing machine-  
 05 UNI: ehm hh eh hh hh hhe\*  
 06 (0.7)  
 07 UNI: e: a hhm hhm  
 08 CAR: hehn\* is in \*under my pa-  
 09 GAB: no- ba' sementv  
 10 TEA: o' ts\* in: : the 'base (.) mentv  
 11 UNI: [in the basement]  
 12 CAR: 'n the base' ment\*  
 13 TEA: [yeah ]

11.1.2002

Extract 6 CAR uses 'under' in a joke Teacher asks 'where is' questions

Extract 6: Under\_6, 11-01-2002.  
 01 TEA: where's 'olivia  
 02 OLI: ( )  
 03 TEA: 'where's andros  
 04 CAR: [shifts position \*she: :  
 05 TEA: whe're's alexander  
 06 CAR: \*begins shifting gaze towards Carlos, then points at him  
 07 TEA: still pointing backwards is sit n: :  
 08 CAR: [she is 'wherev  
 09 TEA: huh\*  
 10 CAR: she: : (1.2) she 'is  
 11 TEA: [she is\* 'uhh  
 12 CAR: [sit 'behind\*  
 13 TEA: behind yeah  
 14 OLI: no: : talks 'in spanish  
 15 TEA: [where are you  
 16 CAR: un- \*under the table  
 17 TEA: under the tahheble hah 'hah  
 18 MUL: [hah hah hah  
 19 TEA: okay



Eskildsen, S.W. & J. Wagner. In print. Embodied L2 construction learning. *Language Learning*.



Extract 1: Under\_1, 25-10-2001

01 TEA: and now number five (1.0) where does he look  
02 CAR: he's looking in: down the table  
03 AND: he's ( ) at=  
04 MAR: la::h eh (.) eh s- (  
05 AND: =the table  
06 MAR: = )  
07 (0.3)  
08 TEA: uh uh  
    *\* left hand still, palm up; moves right under left hand  
    in sweeping movement*  
09 MAR: Lunder mh\*m  
    *\* nods*  
10 TEA: unde::r unde::r=  
    *\* repeats gesture*  
11 MUL: |under  
12 MAR: |the table  
13 TEA: =he: look's (.) unde:r the table\*  
    *\* repeats gesture slowly      \* repeats gesture slowly*  
14 CAR: Lunder  
15 TEA: he looks (.) unde:r the table  
16 CAR: Lunder\* (.) debajo de  
    *\* moves r. hand under desk, palm up*  
17 MOD: he looks under the table  
18 TEA: good\* (.) yes okay how about number six  
    *\* points at MOD*



Extract 2: Under\_2, 29-10-2001.

01 THU: eh under↗

02 TEA: unde:r↗

03 THU: l°under° (.) under

04 AND: l un::

05 TEA: under↗ (.) put your glasses under the table Modesto↘

*Lines omitted*

08 TEA: under↘

09 (0.7)

10 TEA: 「put your glasses-

11 UNI: lxxx

12 MAR: put (.) 「\*put

*\*puts l. hand down, hand slightly bent*

13 TEA: lput your 「glasses-

14 CAR: lput your glasses \*ah under 「the table

*\*stretches arm forward, palm open,  
moves hand slightly back and forth*

15 TEA: lu::nder the table ↓

16 CAR: your 「glasses

17 GAB: lglasses

18 AND: l your glasses

19 TEA: under the table \*under-=

*\*knocks under table*

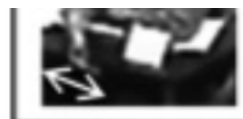
20 MOD: *holds glasses under the table*

21 TEA: =very good





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05 UNI: ehm hh eh hh hh hhe↘

06 (0.7)

07 UNI: e:a hhm hhm

08 CAR: hehn↗ is in \*under my pa-

*\*Carlos repeats "under"-gesture, r. hand under desk*

09 GAB: no→ basement↘

10 TEA: °'ts° in::: the base(.) ment↘ 1

11 UNI: [in the basement]

12 CAR: 'n the basement↗ 1

13 TEA: [yeah ]

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*\*begins pointing backwards*

05 TEA: where's alexander

*\*begins shifting gaze towards Carlos, then points at him*

06 CAR: *still pointing backwards* is sit n:':

07 TEA: Lshe is 'where>

08 CAR: Lbehind\*

*\*abandons pointing gesture*

09 TEA: huh>

10 CAR: she:: (1.2) she 'is

11 TEA: Lshe is> 'uhuh

12 CAR: Lsit °behind°>

13 TEA: behind yeah

14 OLI: no:: *talks* 'in spanish

15 TEA: Lwhere are you

16 CAR: un- \*under the table

*\*gestures; extends and swings arm slightly forward, open upward palm*

17 TEA: under the tahheble hah 'hah

18 MUL: Lhah hah hah

19 TEA: okay









- 1 SHL: daginn u::h ég ætla að panta:: lítinn: cappuccino↗  
 morning uh I intend to order a small cappuccino
- 2 Bar: lítinn cappuchino↗  
 small
- 3 (0.5)
- 4 She: °\*já\*°  
 yes
- 5 (3.5)
- 6 Bar: single or double↗  
 (0.3)
- 8 Bar: espresso↗  
 (0.3)
- 10 SHL: U::hm ↓já↘  
 yes.
- 11 (0.6)
- 12 Bar: double↘
- 13 0.5
- 14 SHL: U:↑:h 1 nei ↓takk.  
 No thanks
- 15 Bar: [single]
- 16 Bar: (that) single já↘
- 17 (1.2)
- 18 Bar: °fjögur hundruð sjötíu og ↑fimm°  
 four hundred seventy and five
- 20 (6.3)
- 21 (2.3) *sound of cash register, sound of coins*
- 22 Bar: ??gjörðu svo vel??  
 here you go

What is the trouble?

Does Shelley get what she wants?

- **Bring learners into contact with the language environment.**
- **Use the language environment for usage practices.**
- **Use daily life routines as model for teaching.**
- **Model daily life routines.**
- **Redesign the wild.**
- **Reflect the social issues.**
- **Center on users' social needs.**
- **Create social anchorpoints.**
- **Share and bring back.**

# Observations on debriefing

- Even very mundane interactions in the wild are challenging! Students complain about being unprepared.
- The trouble seems to be the insertion sequence itself. Procedure of cappuccino production.
- Remembering is unsecure.
- The recording is in many respect new data for the participants.
- Listening to data – and even to recognize a language – can be very challenging.
- The trouble travels from the original interaction into the debriefing
- Debriefing is time consuming but helps understanding the world.





**The acquisition of order**

Project: The acquisition of order  
Client: The acquisition of order  
Location: The acquisition of order  
Year: The acquisition of order

The acquisition of order is a project that aims to create a sense of order and structure in a chaotic environment. The project is based on the idea that order is not a fixed state, but a process that is constantly evolving. The project is designed to be a flexible and adaptable system that can respond to changing circumstances.

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**Observations on the field**

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